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LA MUSICA TRIONFANTE.

BY T. W. PARSONS.

In the storm, in the smoke, in the fight I come
To help thee, dear, with my fife and my drum.
My name is Music; and when the bell
Rings for the dead man, I rule the knell:
And whenever the mariner wrecked, through the blast
Hears the fog-bell sound . . . it was I who past.
The Poet hath told you how I, a young maid,
Came fresh from the gods to the myrtle shade;
And thence, by a power divine, I stole
To where the waters of Mincius roll.
Then down by Clitumnus and Arno's vale
I wandered, passionate and pale,
Until I found me at sacred Rome,
Where one of the Medici gave me a home.
Leo, great Leo, he worshipped me,
And the Vatican stairs for my foot were free;
And now I am come to your glorious land
Give me good greeting with open hand.
Remember Beethoven; I gave him his art;
And Sebastian Bach, and superb Mozart:
Join *those* in my worship! and when you go
Wherever their mighty organs blow,
Hear in them heaven's trumpets to men below.

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From 5590a.61
211.466 Feb. 20, 1877

THE SCHOOL MEN AND THEIR BUREAU.

BY SIDNEY ANDREWS.

Mr. Secretary Cox in his Report of last December recommended the transfer of the educational work of the Freedmen's Bureau to the Bureau of Education in his Department. This recommendation was warmly commended to the attention of Congress by the President, and into that body bills have been brought whereby the plan of the Secretary is carried into effect. It is not inappropriate, therefore, to inquire on what ideas this Bureau of Education was founded, what powers were entrusted to it, what work it has done and tried to do, and what changes in its plans and methods will be necessitated by the concurrence of Congress in the Secretary's advice.

On the sixth of February 1866 the National Association of School Superintendents met at Washington, and during the session of these gentlemen a committee of three was appointed to memorialize Congress for the establishment of a National Bureau of Education. This committee consisted of the Commissioner of Common Schools for Ohio, the Superintendent of Public Instruction for Illinois, and the Secretary of the Board of Education for Vermont. It performed its duty, and presented its memorial in the House by the hand of Mr. Representative Garfield, of Ohio, on the fourteenth of that February. The document set forth, as the unanimous opinion of the asso-

ciation, that the proposed Bureau would greatly promote the cause of education, by improving and vitalizing existing school systems, and rendering needed assistance in the establishment of systems where none then existed.

This memorial, with the draft of a law for the establishment of a Bureau, was referred by the House to a special committee of seven, with General Garfield as chairman — Senator Patterson and Secretary Boutwell, then members of that branch of Congress, being his principal associates. On the third of April following, the committee reported a bill creating a Department of Education. It was taken up for discussion on the fifth of June, and three days later was defeated by a vote of fifty-nine yeas to sixty-one nays — sixty-three members not voting. The friends of the project were greatly mortified at this result, but at once determined that it should not be given up without further effort to secure its adoption. The customary motion to reconsider was entered, and on the nineteenth of that month the bill was again brought before the House. The intervening time had been well used, and to such effect that the decided and cheering record of eighty yeas to forty-four nays was given for the passage of the measure.

It went to the Senate immediately, but the end of the session came before it could be reached. During the summer and fall of that year the educators and school officials of the country were alert and active in speaking and writing favorably of the proposed Department, and the expression of public and private opinion through letters and the newspapers was such as to show that our people would cheerfully sanction a vote for its organization. On the thirtieth of January 1867 the bill was endorsed to the Senate by Mr. Trumbull for the Judiciary Committee. On the twenty-sixth of February it was called up for debate, and on the first of March this body, by a vote of twenty-eight yeas to seven nays, passed it without amendment.

Thus, in the hard conflict of more than a year the school men and school women conquered Congress, and on the following day, March 2, 1867, the President signed the "Act to establish a Department of Education." At first it was an independent organization, reporting to Congress and responsible to the President; but the act of July 20, 1868, made it the Bureau of Education, under the control of the Secretary of the Interior.

The school officers who met here in that month four years ago and drew up the memorial on which the action of Congress was based, did not speak alone for themselves. Behind them stood the whole body of enlightened educators of the country, and a great number of thoughtful and intelligent persons who deplored a waste of effort and money in school work not well directed. Behind them also was the voice of a vast multitude which had been for years advocating the creation of such a central Bureau in the belief that it would tend to render fruitful a labor that seemed almost fruitless and to harmonize the diverse and discordant elements of our half-formed school systems. The memorialists, for themselves and all whom they represented, expressed the opinion that the Bureau would promote the cause of education "by bringing together the results of school systems in different communities and countries, and determining their comparative value; by aiding communities to organize systems in which mischievous errors shall be avoided and well-tried agencies and improvements included; by securing greater uniformity and accuracy in school statistics, and so interpreting them that they may be more widely available and reliable as educational tests and measures; by

collecting the results of all important experiments in new methods of school instruction and management, and making them the common property of officers and teachers throughout the country; and by diffusing among the people information respecting the school laws of the different States, the various modes of collecting and disbursing school funds, the different classes of school officers and their relative duties, the qualifications required of teachers, and the agencies provided for their special training, the best methods of classifying and grading schools, and the most approved plans for building, heating, and ventilating school-houses." These men saw what they wanted, and what the nation to-day wants, with a clear and sensible eye; and I do not know where to find a more forcible and eloquent summary of our educational needs than they made in this paper that I have drawn from a dusty pigeon-hole in the south wing of the Capitol.

The powers of the head of the new Bureau were defined in the act giving him official existence. He was "to collect such facts and statistics as shall show the condition and progress of education in the several States and Territories, and diffuse such information respecting the organization and management of schools and school systems and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country." I call especial attention to the fact that he was not given power to compel any one to assist him in gathering facts or statistics; no power to require any State or county or city or town or village or district official to answer a single letter of inquiry; no power to oblige the most ignorant or inefficient committee-man or school-trustee to adopt the least of the plans or regulations approved by trial outside the sphere of his activity or knowledge; and no power to insist upon an acquiescence by anybody with his views or conclusions, or the conclusions of experienced educators, upon any one of the thousand controverted points of school organization and school management. This was the primary defect in the law establishing the Bureau — a defect apparently without remedy in a country where education is controlled by the local and not by the general government; and yet, a defect that must be kept in mind when we sit in judgment on the work of the Bureau and the results it has accomplished.

Every law directing the performance of labor must be supplemented by one making an appropriation of money. The Hon. Henry Barnard, of Connecticut, having been appointed by the President on the eleventh, and confirmed by the Senate on the sixteenth of March, 1867, at once entered upon duty as Commissioner of the new Bureau of Education. For his first year he was allowed one clerk at $1,800, and another at $1,600; in his second year he had an additional clerk at $2,000, and a fund of $10,600 for contingent expenses; while in this last year he has been compelled to get along as best he could with a contingent fund of but $600 and two clerks willing to work at $1,200 each. In the three years ending with this month of March, the Bureau has received $33,000 wherewith to do what was set for its doing.

The Commissioner's first Report, with its accompanying documents, is a volume of eight hundred and fifty pages. It was given to the country something over a year ago, and has proved of value to school-teachers and school officials — particularly to persons in the South, who are anxious to promote the cause of a more efficient and enlightened education than that section of the country has yet known. It contained

the full text of the clauses in our various State constitutions relating to science and education, a statement of the disposition made by the several States of the lands granted by Congress for agricultural schools and colleges, nearly a hundred pages on the scientific schools of the United States, an account of public instruction in Zurich and Prussia, a long article on the architecture of school buildings, a report on the academies and classical schools of New England, and one hundred and sixty pages on normal schools and other institutions for the training of teachers. The work was somewhat hurriedly done, but the book supplied a need and answered its purpose.

The Bureau's second Report, a volume of eight hundred pages, is coming from the press as I write these lines. In few words, it is a book on the condition of educational matters in the District of Columbia, with a special school census of the cities of Washington and Georgetown. But it is a great deal more than this title indicates, for the Commissioner was instructed to express an opinion as to the relative efficiency of the school system of the District in comparison with systems in force elsewhere, and to say what legislation is necessary to secure to the whole body of children at the National Capital the advantages of the best system. In pursuance of this instruction the Bureau entered into an examination of the schools in about sixty of our principal cities and a considerable number of European cities; and thus we have a survey, fortified by a wonderful collection of statistics, of the educational field throughout the country — a survey vastly more complete and interesting than was ever before attempted. One section of the volume is devoted to the history and condition of schools for the colored people, not merely of the District, but of the entire United States; and through this we shall be able, for the first time, to get a general view of the educational progress and necessities of the race whereof so many millions have lately been born from slavery's darkness into the great light of liberty.

The Bureau's third Report is entitled "Scientific and Industrial Education: an Account of Systems, Institutions, and Courses of Instructions, in the Principles of Science." The first volume, of about eight hundred pages, has been put into print and stereotyped, and can be issued as soon as Congress makes the necessary appropriation. It is devoted to the systems and institutions of special and technical instruction in Europe, and contains a statement of the methods pursued and the results attained in each of its countries except Great Britain. Austria has forty-seven pages, Bavaria forty, Saxony forty-six, Prussia one hundred and nine, Belgium eighty-three, Russia seventeen, Switzerland twenty-six, the Free Cities and smaller States of Germany sixty-one, Wurtemburg forty-nine, France one hundred and ninety-four, while less space is given to countries in which this branch of education has not reached a high stage of development. The second volume, in course of preparation, will treat of Great Britain and the United States. Whatever may be said as to the policy of preparing this work, its great value and interest cannot be denied; and I feel warranted from such examination as I have made of the portion ready for the press, in adding that, when published, it will be a standard authority upon the subject of which it so fully and comprehensively treats. There is nothing like it in any language — nowhere else such a *resumé* of what the world has done and is trying to do in the way of scientific education; and as a compendium of statistics and information on industrial, chemical, polytechnic, architectural, veterinary, me-

chanical, commercial, engineering, musical, agricultural, and the various other special schools and institutions on the continent of Europe, brought down to the present time, this first volume will become a hand-book among all our school men. The second volume is delayed by the great and apparently almost insurmountable difficulty of getting either full or accurate information from persons in this country who have the management of similar schools.

The Bureau's fourth Report is entitled "National Education: an Account of Public Schools and other Institutions of General Education in Different Countries." Of this also the first volume, containing eight hundred and sixty-five pages, has been put in print and stereotyped, and can be issued as soon as Congress makes the necessary appropriation. It is devoted to what might be called the German States, and its range can be inferred from the fact that Austria has ninety-eight pages, Baden thirty-three, Bavaria forty-eight, Hanover forty-two, Prussia one hundred and ninety-three, Saxony thirty-five, Wurtemburg fifty-eight. It will be noticed that in this volume, as in the completed volume of the third report, the countries — Prussia, for instance — wherein education has received most attention are treated of at length, and, of course, with detail of information. I cannot insist too strongly on the fact that much of the data for this work, as well as for that on scientific schools, was furnished by European authorities — men who have labored in educational fields for many years, and write from the fulness of knowledge and experience; so that this book, like the other, will supply a want long felt by all specially interested in schools. It gives the history of educational labor and experiment, speaks of failures as well as of successes, and will serve both as a warning and a guide to those in the United States who are seeking to found new or vitalize existing school systems. The second volume, treating of Great Britain, France, Russia, and other European countries not embraced in the first, is so far completed that three fourths of it has been stereotyped, and it can probably be issued within six months. The third volume delayed like the second of the scientific report, by the serious difficulty of getting information from our own people, has advanced so far that half of it is in manuscript.

Here, then, is a statement of what the Bureau has to show for its three years' existence: one volume made up of papers on a variety of topics of immediate interest; one volume, ostensibly about the District of Columbia, but really speaking of education generally in this country; one volume relative to scientific education on the continent of Europe; one volume giving an account of public instruction in the central European countries; and three volumes, partially completed, treating of one or another phase of education in Europe and the United States. Whether the establishment has first done the work that should have been first done is, perhaps, an open question; of the work that has been done no thoughtful man can doubt the value or the necessity. For if we are to have a good system of universal education in our own country, it certainly will be of incalculable benefit to know what methods have been pursued, and what results have been attained by these methods, in older countries; and I am satisfied that the publication of these bulky volumes half a dozen years ago would have saved us a useless expenditure of much ill-directed effort and precious school-money.

It is true that some members of Congress, and some active friends of education, are not satisfied with the

work of the Bureau. They judge it by what it has to show of accomplishment, without fully seeing or considering what has been done through the medium of correspondence and personal effort among school-teachers and school officials. They partially overlook how small a force it has had, and how limited were the powers given it in the creative act. They perhaps ignore the fact that the work of the educator is necessarily a silent work, and that here, more than in almost any other field of human endeavor, time is an essential element of victory. If all this be conceded and complaint be still made, I answer that the way is plain and the remedy simple. I speak for the Bureau, and not for Commissioner Barnard; if he has proved unequal to the task set for his doing, if he has not correctly appreciated the need of the hour, if he has not wisely used the means and opportunity at his command, if he has failed to commend the Bureau to the confidence of Congress and the country, let him at once give place to another man. Congress never did a deed of more wisdom and statesmanship than it performed in establishing this Bureau; and no vague feeling or decided conviction that it is a partial failure should operate now for its overthrow. The wise course for to-day does not lie in that direction; but it does lie in standing loyally by the Bureau and asking the President to give it a new head. It is too good a thing to be sacrificed for any one man, no matter what his character as a citizen and a gentleman, no matter how arduous and faithful his labors in the cause of education. If Congress, with whom rests the power of continuing it, is satisfied that the present Commissioner cannot remain where he is with advantage to the public, let its members so signify to the President, and I do not in the least doubt that he will find a man both willing and competent to realize the ideas on which the establishment was founded.

The transfer to this Bureau of the educational work of the Freedmen's Bureau is, in my judgment, a thing every way to be desired. It will put the Bureau on a more sure footing of existence, for no sensible man denies that the nation has yet a large duty to perform toward the children of the South. We cannot make education compulsory till widely different views of constitutional power prevail than those now held by our publicists and legislators, but well-directed effort can make it vastly more general by stimulating desire and showing its value and necessity to the good of the Republic. However rascality and ignorance may triumph for a time, the cause of education must be the cause of government seeking perpetuity and advancement. The proposed transfer will give the Bureau of Education money and clerical force; with these it can be made what the school men of 1866 and the preceding years so wisely and ardently desired, — a strong and vitalizing power in promoting education everywhere. The Freedmen's Bureau has confined itself mainly to effort among the colored people; it is time that distinctions of race and color in the advantage of governmental benefits cease, and that what money we have to give for increasing knowledge and intelligence, be shared by all the children of the nation alike; time, too, that the negro population should have, as Secretary Cox remarks, the advantage of methods of instruction which have been developed in the most enlightened portions of the world.

With the transfer must come enlarged endeavors on the part of the Bureau of Education to reach the masses; efforts of wider scope to interest the school men as a body and as individuals in the work that may be done and should be done through their

central organization. As a first step in this direction it is imperative that the Bureau so enlist the sympathies of school officers that it can get reports by simply calling for them. It has no authority for demanding them, and can inflict no penalty on those who decline to furnish them; and therefore should have such support from Congress, and such confidence from the country that neglect to forward them would be regarded as a grave failure of public duty. As a second step the Bureau should seek, earnestly and strenuously, to bring about uniformity of action on the part of those who collect school statistics. In one of his reports Commissioner Barnard says, "at the present time there are no two States or cities in which the returns include the same particulars, or between which a rigid comparison as to schools can be instituted; and in more than half of the States the returns are so incomplete that they are almost worthless as indications of the real work done or attempted." The Bureau might carefully prepare a form for school returns; and it ought to be of such standing that a request to have the returns made in this form would meet with compliance, for "the condition and progress of education in the several States and Territories" can never be shown till some degree of uniformity has been reached in these statistical reports. As a third step the Bureau should labor, patiently and perseveringly, to fill the people of the South with a zealous desire for the establishment of common schools, and a fervid thirst for that knowledge in which is moral power. This must be done by bringing into the work the best class of native citizens. The Freedmen's Bureau has done a good work, but it has not much gained the services or the sympathy of the Southern whites, and that section of our country will not reach its proper position till its native citizens are engaged, with those from the North, in helping on every effort toward the education of the whole body of children. As a fourth step the Bureau ought to interest itself, immediately and unweariedly, in the establishment of wise and efficient school systems in all sections where the field is yet unoccupied. It can force nothing upon anybody, but there must be hundreds and thousands of counties and communities ready for the sowing of good seed, and going on blindly because they know not the ways that have been approved by experience. And finally, with the proposed transfer once executed, the Bureau will be put on such vantage ground that it can easily commend itself to the great body of thinking and intelligent persons as an institution to be sustained with pride and alacrity; so that none need ever more doubt, as so many of us do now, if it can be kept alive for another year, but all will delight in it as a source of vitalizing influence, and stand by it continually as a central sun in whose light is cheer and strength for the lowliest school-teacher and the most poorly paid school officer of our wide domain.

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